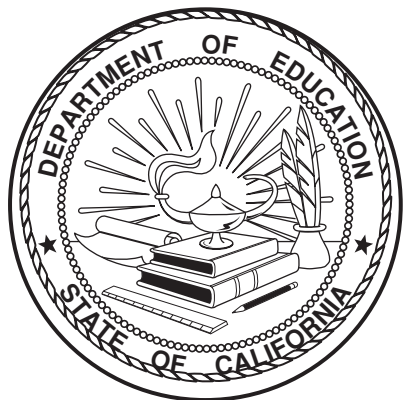

Standardized Testing and Reporting (STAR) Program



Student Reports

Interpreting 2008 STAR Program Test Results

Information for School District and School Staff

- Program Overview
- Questions and Answers
- Scale Score Ranges
- Internet Resources

June 2008

Prepared by the
California Department of Education

Available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>

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2008 STAR Program

Purpose of This Packet

Educating students is a team effort. Parents and guardians, students, and schools benefit when the responsibility for learning is shared by the stakeholders. To fully participate as a part of this team, parents and guardians need to know and understand the role the Standardized Testing and Reporting (STAR) Program plays in ensuring that all students achieve California's content standards.

The purpose of *Interpreting 2008 STAR Program Test Results: Information for School District and School Staff* is to help school district and school staff answer questions that parents and guardians may have about the 2008 STAR Program and their children's test results. Included are an overview of key program components, questions and answers about reporting results of STAR Program tests, and a chart outlining student reports that parents and guardians will receive. A companion document, *Explaining 2008 STAR Program Student Reports to Parents and Guardians: Resources for Use by School District and School Staff*, provides sample letters for parents and guardians, STAR student reports, and guides to the reports. This document is posted on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Spanish versions for many of the materials will be posted on the same Web page when they become available.

These materials are designed for use in conjunction with two assistance packets posted in February 2008 on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These packets are as follows:

- *Understanding 2008 STAR Program Tests: Information for School District and School Staff*
- *Communicating with Parents and Guardians About 2008 STAR Program Tests: Resources for Use by School District and School Staff*

The assistance materials from the packets posted in February 2008 provide updated information about "What's New in 2008," questions and answers

about each of the 2008 STAR Program tests, and camera-ready articles for school newsletters. Graphic “at-a-glance” displays about the STAR Program, sample pre-test letters for school district or site administrators, brochures for parents and guardians, instructions for accessing the STAR Web page, and a listing of resources that are available on the Internet also are included. The tables of contents for these two packets are provided in Appendix B and Appendix C.

2008 STAR Program

Overview of Key Program Components

The Standardized Testing and Reporting (STAR) Program is designed primarily to help measure how well students are achieving the California content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements. All students in grades two through eleven should participate in the STAR Program each spring, including students with disabilities and students who are English learners.

The STAR Program for 2008 has six components:

- The **California Standards Tests (CSTs)** measure students' achievement of California content standards in English–language arts, mathematics, science, and history–social science. These tests are for students in grades two through eleven.
- The **California Achievement Tests, Sixth Edition (CAT/6 Survey)** measure students' achievement of general academic knowledge in core subjects. These norm-referenced tests provide national comparisons for students in grades three and seven only.
- The **California Modified Assessment (CMA)** measures students' achievement of California content standards in English–language arts, mathematics, and, in grade five, science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education. These tests are for grades three through five in 2008.
- The **California Alternate Performance Assessment (CAPA)** measures students' achievement of California content standards in English–language arts, mathematics, and science. This alternate assessment is for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

- The **Standards-based Tests in Spanish (STS)** measure students' achievement of California content standards in reading/language arts and mathematics in Spanish. This assessment is for Spanish-speaking English learners in grades two through seven in 2008.
- The **Aprenda: La prueba de logros en español, Tercera edición (Aprendo 3)** measures students' achievement of general academic knowledge in Spanish. This norm-referenced test is for Spanish-speaking English learners in grades eight through eleven in 2008.

Individual student results for all components of the STAR Program will arrive in most school districts by August. Within 20 business days after the student reports are received in each school district, they must be distributed to parents and guardians. A chart showing the 2008 student reports of STAR Program test results, which parents and guardians receive, is provided on page 8.

Group results for schools, school districts, counties, and the state are posted in August on the STAR Results Web page at <http://star.cde.ca.gov>. For student privacy, individual student's results and results for groups or schools with ten or fewer scores are not posted.

2008 STAR Program

Understanding Which Student Report(s) Parents and Guardians Receive

The chart on the next page shows five different Standardized Testing and Reporting (STAR) Program student reports (grades two through eleven), which are provided for parents and guardians in accordance with the following guidelines:

- **Report 1: California Standards Tests (CSTs)**

This report provides results for students who took the CSTs; the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Early Assessment Program (EAP), including students with disabilities and students who are English learners.

- **Report 2: California Modified Assessment (CMA)**

This report provides CMA results for students with disabilities who met the eligibility criteria approved by the State Board of Education.

- **Report 3: California Alternate Performance Assessment (CAPA)**

This report provides CAPA results for students with significant cognitive disabilities who could not take the CSTs, even with accommodations or modifications.

- **Report 4: Standards-based Tests in Spanish (STS) or Report 5: Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)**

These reports provide results for Spanish-speaking English learners who took a designated primary language test in addition to the STAR Program tests given in English. The designated primary language tests include the STS and the Aprenda 3. **Report 4** or **Report 5** may be provided in addition to **Report 1**, which is the STAR Student Report for the CSTs, or **Report 2**, which is the STAR Student Report for the CMA.

2008 STAR Student Reports

Each report provides results in the subjects shown on the chart or indicates that the student did not take a test in one or more subjects. Questions about the content of the tests or the subjects not tested should be directed to the student's teacher(s).

Grade	Report 1: CSTs					Report 2: CMA	Report 3: CAPA	Report 4: STS	Report 5: Apenda 3	
	CSTs				CAT/6 Survey					EAP*
	English–Language Arts	Mathematics	Science	History–Social Science						
2	✓	✓					English–Language Arts Mathematics	English–Language Arts Mathematics	Reading/ Language Arts Mathematics	Reading Language Mathematics
3	✓	✓			✓	✓ [†]		✓	✓	
4	✓ [‡]	✓				✓		✓	✓	
5	✓	✓	✓			✓ [§]		✓ [§]	✓	
6	✓	✓						✓	✓	
7	✓ [‡]	✓			✓			✓	✓	
8	✓	✓	✓	✓				✓ [§]		✓ ^{**}
9	✓	✓	✓	✓				✓		✓
10	✓	✓	✓	✓				✓ [§]		✓
11	✓	✓	✓	✓	✓			✓		✓

* Students in grade eleven may take the English EAP test and/or the mathematics EAP test. These voluntary tests assess the readiness of eleventh graders to take entry-level courses in these subjects at a California State University campus.

† The STAR Student Report for the CMA includes CAT/6 Survey results.

‡ For the CST in English–language arts, students in grades four and seven also complete a writing task. The score for the writing task is combined with results of multiple-choice questions to produce the overall score for English–language arts.

§ Students who take the CMA in grade five also may take a CMA in science; students who take the CAPA in grade five, eight, and ten also are assessed in science.

** Spelling is tested on the Apenda 3 in grade eight only.

Note: Complete names for STAR Program tests:

CSTs – California Standards Tests; **CAT/6 Survey** – California Achievement Tests, Sixth Edition Survey; **EAP** – Early Assessment Program;

CMA – California Modified Assessment; **CAPA** – California Alternate Performance Assessment; **STS** – Standards-based Tests in Spanish;

Apenda 3 – Apenda: La prueba de logros en español, Tercera edición

2008 STAR Program

Questions and Answers:

Reporting the Results of the California Standards Tests

The California Standards Tests (CSTs) are given to students in grades two through eleven as a part of the Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs, which were developed exclusively for California's public schools, is to provide information that can be used to determine how well students are achieving content standards adopted by the State Board of Education. These standards describe the knowledge and skills that students should learn at each grade. The content standards for all subjects tested are available on the Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.

Detailed descriptions of the CSTs are included in two assistance packets for school district and school staff and for parents and guardians. The packets, posted on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>, are (1) *Understanding 2008 STAR Program Tests: Information for School District and School Staff*, and (2) *Communicating with Parents and Guardians About 2008 STAR Program Tests: Resources for Use by School District and School Staff*. Released test questions for the CSTs for each grade and subject tested are available on the STAR Program Resources Web page at the address given above. Questions and answers about reporting the CST results follow.

When will parents and guardians receive CST results?

Results of the CSTs must be reported to parents and guardians within 20 working days after the school district has received them from the testing contractor. The STAR Student Reports for the CSTs are sent by the school district to each student's home. Most parents and guardians will receive their child's STAR Student Report by the end of September.

Note: Parents and guardians should be reminded that individual student's scores for the CSTs and other STAR Program tests are confidential and maintained only by the school district.

How are CST results reported to parents and guardians?

CST results for individual students are reported to parents and guardians on the STAR Student Report for the CSTs. These results are based on how well students have achieved state content standards. The results for each subject tested (English–language arts, mathematics, history–social science, and science) are reported according to scale scores and the corresponding performance levels. English–language arts results for grades four and seven include results of the California Writing Standards Test (CST in writing). Additional information about reporting the results of the CST in writing can be found on the following page.

Each subject is divided into content areas; therefore, the STAR Student Report for the CSTs also provides the student's percent correct for each of those content areas. For example, results for the CST in English–language arts include the student's percent correct for each of five content areas: word analysis and vocabulary development; reading comprehension; literary response and analysis; written conventions; and writing strategies. For grades four and seven, the score on the writing task is included in the overall percent correct for a sixth content area called "writing applications."

In addition, the STAR Student Report for the CSTs provides a comparison of each student's percent correct to the average percent correct range for students in the state who scored at the proficient level on the overall CST. Also included on the STAR Student Report for the CSTs, for students in grades three and seven only, are results of the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). The grade eleven report also includes results of the Early Assessment Program (EAP) if the student participated in this voluntary test.

What are performance levels?

The five performance levels designated for reporting overall CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

Each of the five performance levels includes a range of scale scores. When a student's scale score falls within the range possible for a given performance level, this indicates that the student has demonstrated sufficient knowledge and skills to be regarded as performing at that particular level.

The range of scale scores for each performance level has been established for each CST and does not change from year to year. The CST results are reported as scale scores that range from 150 to 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350.

CST in Writing

What writing tasks were given in grades four and seven in spring 2008?

In spring 2008, students in grades four were required to write a response to literature. Students in grade seven were required to write a persuasive letter.

How is the student work scored?

Experienced readers are trained to use specific rubrics (guidelines) to score student work. Tasks (prompts), rubrics, sample student work, and teacher commentaries from previous test administrations are included in the grades four and seven teacher guides for the CSTs in writing (2001 through 2007), which can be found on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

What is the “passing” score for the CST in writing?

There is no “passing” score for the CST in writing. The points assigned to the student’s writing are combined with the number of multiple-choice questions answered correctly to produce the overall score and performance level for the CST in English–language arts. The score on the writing task is converted to a percent correct, which is reported under the writing applications content area on the back of the STAR Student Report for the CSTs for grades four and seven.

Students with Disabilities

If a student with disabilities took a CST with accommodations or modifications, is this reported on the STAR Student Report?

No. The student report will not indicate whether accommodations or modifications were used. If a student with disabilities took any CST with accommodations or modifications, the STAR Student Report for the CSTs will include the student’s scores for each CST completed. The allowable accommodations or modifications provided on the CSTs are specified in each student’s individualized education program (IEP) or Section 504 Plan, but this information is not noted on the STAR Student Report for the CSTs. A list of allowable variations, accommodations, and modifications is outlined in the *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

California Reading List

What do the California Reading List (CRL) and Number, found on the back left corner of the STAR Student Report for the CSTs, represent?

The CRL is a Web-based resource that gives students, their parents and guardians, and teachers access to lists of book titles, organized by level of reading difficulty. A recommended CRL Number, which is found on the STAR Student Report for the CSTs, is based on the student's score on the CST in English–language arts. This number identifies a list of books that may be appropriate for the student's independent reading level. For more information about the CRL, refer to the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

Note: No single test score can be used to determine which books a student can or should read. Parents and guardians should encourage their children to explore other reading lists and read a wide variety of books.

About Results of the Early Assessment Program . . .

In addition to participating in the STAR Program tests, students in grade eleven may participate in the Early Assessment Program (EAP). The EAP is a collaborative effort among the California Department of Education, State Board of Education, and California State University (CSU). The purpose of this assessment program is to help identify a student's level of readiness for college-level work in English and/or mathematics.

Results of the EAP test in English and/or the EAP test in mathematics are included on the back of the STAR Student Report for the CSTs for grade eleven if the student took one or both parts of this voluntary exam. In addition to the STAR Student Report for the CSTs, students who have applied to a CSU campus can access their EAP results online via a secure CSU Web site. For more information about the EAP, go to the CSU English Success Web site at <http://www.csuenglishsuccess.org> (Outside Source) or the CSU Math Success Web site at <http://www.csumathsuccess.org> (Outside Source).

Students who complete one or both EAP tests and apply to a CSU campus are responsible for having their EAP results included on transcripts sent to that campus. At the time students take the CSTs, they can authorize the release of the EAP scores. Parents and guardians can obtain information about the EAP by contacting their children's counseling office at the high school during regular school hours or by checking the CSU Web site at <http://www.calstate.edu/eap/> (Outside Source).

Additional Information

Additional information about the STAR Program, including the CSTs, is available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> or by contacting a teacher or an administrator at the school.

Note: Information about the purpose and uses of the CST results can be found on the following page.

What Are the Purpose and Uses of the CST Results?

The CSTs are best described as standardized tests that are summative and standards-based. These tests are standardized in that students participate in the CSTs under the same conditions. These tests are summative because they are administered close to the end of a course or unit of instruction. They are standards-based in that student achievement is measured against a specific set of California content standards. The standards targeted on each CST are outlined in the test blueprints, which are available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Appropriate Uses of CST Results

The CSTs provide schools with achievement information that can serve different purposes. In addition to providing results for use in state and federal accountability programs, the following uses are appropriate for CST results:

- To help inform school district and school-level decisions related to student learning
- To identify grade-level curricular strengths and needs
- To examine the multiyear progress of groups of students within a grade level (These analyses should take into consideration that results for each year in a grade level are for different groups of students.)
- To help identify groups of students requiring additional, targeted assistance (e.g., English learners, students with disabilities, socioeconomically disadvantaged students)
- To identify curricular areas where additional diagnosis is needed for groups of students in order to prescribe a course of intervention or remediation or to prescribe specialized services

Uses of CST Results with Caution

The CSTs should be used with caution for the following purposes and should be used only in conjunction with other related achievement information:

- To identify the level and range of achievement in a class or grade level
- To inform placement, retention, and promotion decisions for individual students

Inappropriate Uses of CST Results

The CSTs should never be used for the following purposes:

- To compare performance between subjects (e.g., English–language arts and mathematics) (The CST for each subject covers different content. The performance standards were set independently for each subject and cannot be compared.)
- To monitor the progress of cohorts of students as they move through the grades (Differences in state academic standards tested between grades, differences in performance level setting, and other factors prohibit cohort tracking with CST results.)

2008 STAR Program

Scale Scores on the California Standards Tests

Scale scores are widely used to report student performance on educational tests, including the California Standards Tests (CSTs), which are a key component of the Standardized Testing and Reporting (STAR) Program. For all CSTs, scale scores are reported along with the corresponding performance levels achieved (i.e., advanced, proficient, basic, below basic, and far below basic). On the CSTs, higher scale scores indicate higher levels of performance, while lower scores indicate lower levels of performance.

Scale Score Range for the CSTs

CST scale scores range from a low of 150 to a high of 600. The minimum scale score required to score proficient is 350. The state target is for all students to score at the proficient or advanced level. Information on the scale score ranges of STAR Program tests can be found on pages 16 through 18.

An Important Note . . .

It is important to keep in mind that any single score, including a scale score, shows the results for only one measure of a student's academic achievement. No test or score is intended for use as the complete measure of a student's knowledge and skills. Administrators, teachers, parents, and guardians always should use other available information (i.e., other test results, grades, teacher judgments or ratings) about student achievement in conjunction with state test results. This is particularly important when decisions to be made from the achievement information can lead to significant consequences for students.

2008 STAR Program

Scale Score Ranges for the Performance Levels of the California Standards Tests (By Subject and Grade)

The 2008 results for each subject tested (English–language arts, mathematics, history–social science, and science) are reported according to scale scores and the corresponding performance levels, as shown in the tables that follow. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on scale scores and performance levels can be found under “Questions and Answers: Reporting the Results of the California Standards Tests” on pages 9 through 14.

English–Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

History–Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

2008 STAR Program

Questions and Answers:

Reporting the Results of the California Achievement Tests, Sixth Edition Survey

The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill, is given to students in grades three and seven who take the California Standards Tests (CSTs) or the California Modified Assessment (CMA). The CAT/6 Survey is a norm-referenced test series that is a component of California's Standardized Testing and Reporting (STAR) Program. The purpose of the CAT/6 Survey is to provide a snapshot of the performance of California's students compared to the performance of students in a national sample. Its content reflects national standards in reading, language, spelling, and mathematics, and its results contribute to indicators for state accountability. Questions and answers about the CAT/6 Survey follow.

When will parents and guardians receive CAT/6 Survey results?

CAT/6 Survey results, which are included on the STAR Student Report for the CSTs, must be reported to parents and guardians within 20 working days after the school district has received them from the testing contractor. Most parents and guardians will receive their child's STAR Student Report for the CSTs by the end of September.

Note: Parents and guardians should be reminded that individual student's scores for the CAT/6 Survey and other STAR Program tests are confidential and maintained only by the school district.

How are CAT/6 Survey results reported to parents and guardians?

CAT/6 Survey results for individual students in grades three and seven are reported to parents and guardians on the STAR Student Report for the CSTs. The CAT/6 Survey scores for each subject tested are reported as percentile ranks. The 50th percentile rank is the national average; a score between the 40th and 60th percentiles is considered an average score. For example, a student scoring at the 55th percentile means that the student scored as well as or better than 55 percent of the students in a national sample. District-level reports for students with disabilities who use modifications when taking the CAT/6 Survey will note that the student was tested with modifications.

Students with Disabilities and English Learners

What is done to help students with disabilities who take the CAT/6 Survey?

Most students with disabilities take the CAT/6 Survey along with all other students in grades three and seven under standard conditions. Some students with disabilities may need special assistance when taking the CAT/6 Survey. This assistance may include testing variations, accommodations, and/or modifications. These are listed in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Accommodations and modifications must be specified in each student's individualized education program (IEP) or Section 504 Plan. No testing below a student's grade is allowed.

What is done to help students who are English learners take the CAT/6 Survey?

The CAT/6 Survey is administered only in English. English learners may have test directions translated for them and may ask clarifying questions in their primary language for all subjects tested on the CAT/6 Survey. English learners may be tested separately if such a setting is part of their regular classroom instruction or assessment. The variations allowed for English learners are listed in *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Additional Information

Additional information about the CAT/6 Survey can be found on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/> or the CTB/McGraw-Hill Web site at <http://www.ctb.com> (Outside Source).

2008 STAR Program

Questions and Answers:

Reporting the Results of the California Modified Assessment

Who is eligible to take the CMA?

The California Modified Assessment (CMA) is a part of the Standardized Testing and Reporting (STAR) Program. This test is a modified assessment for students in grades three through five with disabilities who have an individualized education program (IEP) and meet the eligibility criteria. Questions and answers that relate to reporting CMA results follow.

The CMA is taken by students who have an IEP and meet the following criteria adopted by the State Board of Education:

- **Previous Participation**—The student took the California Standards Test (CST) and scored below basic or far below basic in the subject tested and may have taken the CST with a modification; or

The student scored proficient or advanced on the California Alternate Performance Assessment (CAPA) Level II-V in two previous years.

- **Objective Multiple Measures**—Objective evidence of academic progress (or lack of progress), based on multiple measurements over a period of time, indicates that the student will not achieve grade-level standards as measured by a proficient performance level on the CST, even with accommodations.
- **Response to Instruction**—Academic progress in response to grade-level instruction, including special education and related services designed to meet individual needs and classroom support for subjects assessed by the CMA, is such that the student likely will not achieve grade-level proficiency, even with instructional intervention.

How do schools and school districts decide whether a student takes the CMA?

Each student's IEP team decides whether a student is eligible, and the student's IEP must specify the CMA for STAR participation. The eligible student's IEP also is to identify the content area(s) to be tested and variations and/or accommodations, if any, to be used. The criteria for CMA participation are posted on the STAR CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

May students with no record of STAR Program testing take the CMA?

No. The CMA participation criteria require that students have results of a previous year's CST or CAPA. Students who have no record of STAR Program testing in a previous year may not take the CMA. This is the reason the CMA is not being developed for grade two.

Test Content and Format

Which grades and subjects does the CMA assess in 2008?

Eligible students in grades three through five may be assessed in English—language arts and/or mathematics. Students taking the CMA in grade five also may be assessed in science.

What kinds of questions are found on the CMA?

Questions on the CMA are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from three possible response options. Questions on the CMA are presented differently from questions on other STAR Program tests in that the type is larger and clearer, reading passages are shorter, and more graphics are included. Students in grade three mark their answers in the test booklet. Students in grades four and five mark an answer document.

Do students in grade four who take the CMA also take the California Writing Standards Test (CST in writing)?

No. Students in grade four who take the CMA do not take the CST in writing.

Where can I see examples of CMA questions?

Examples of the format changes between the CST and the CMA are available on the STAR CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

What other STAR Program tests are required for students who take the CMA?

Students who take the CMA may also participate in the STAR Program by taking the CSTs in one or more subjects. Students in grade three who take the CMA also take the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). In addition to the CMA and CSTs that are given in English, eligible Spanish-speaking English learners take a designated primary language test (DPLT) in Spanish. Results of the CSTs and the DPLT are reported on separate STAR Student Reports. Results of the CAT/6 Survey may be included in the CST report and/or the CMA report.

Scores Reported

When will parents and guardians receive CMA results?

Results of the CMA must be reported to parents and guardians within 20 working days after the school district has received them from the testing contractor. The STAR Student Reports for the CMA are sent by the school district to each student's home. Most parents and guardians will receive their child's STAR Student Report for the CMA by the end of September.

Note: Parents and guardians should be reminded that individual student's scores for the CMA and other STAR Program tests are confidential and maintained only by the school district.

How will CMA scores be reported?

The CMA results for individual students are reported to parents and guardians on the STAR Student Report for the CMA. For 2008, only the student's percent correct will be reported for each subject tested.

Additional Information

Additional information about the STAR Program, including the CMA, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>. Blueprints for the CMA are available on the STAR CMA Blueprints Web page at <http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>.

2008 STAR Program

Questions and Answers:

Reporting the Results of the California Alternate Performance Assessment

The California Alternate Performance Assessment (CAPA) is given to students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs), even with accommodations or modifications. Generally, the term “significant cognitive disabilities” is used in reference to a small number of students whose intellectual and adaptive capabilities are far below those of typical students at the same age or grade.

Students in grades two through eleven and students in ungraded programs are assessed in English–language arts and mathematics. Students in grades five, eight, and ten also are assessed in science. The CAPA is linked to California content standards in English–language arts, mathematics, and science that are appropriate for students taking the CAPA. A detailed description of the CAPA can be found in *Understanding 2008 STAR Program Tests: Information for School District and School Staff*, which is posted on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Questions and answers about the CAPA follow.

When will parents and guardians receive CAPA results?

CAPA results must be reported to parents and guardians within 20 working days after the school district has received them from the testing contractor. The STAR Student Reports for the CAPA are sent by the school district to each student’s home. Most parents and guardians will receive their child’s STAR Student Report for the CAPA by the end of September.

Note: Parents and guardians should be reminded that individual student’s scores for the CAPA and other STAR Program tests are confidential and maintained only by the school district.

How are CAPA results reported to parents and guardians?

CAPA reports for the 2008 administration will show how well students performed according to California content standards in English–language arts, mathematics, and science (grades five, eight, and ten). Results will show the student’s CAPA scale scores and performance levels for English–language arts and mathematics. The State Board of Education established five performance levels for reporting CAPA results: advanced, proficient, basic, below basic, and far below basic. Because science results are being reported for the first time in 2008, only the percent correct score will be provided.

Were there any changes to the CAPA in 2008?

Yes. The CAPA was revised in 2008 to be more closely linked to grade-level content standards, and science was added in grades five, eight, and ten. Blueprints for the revised CAPA are available on the STAR CAPA Blueprints Web page at <http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>.

Additional Information

Additional information about the STAR Program, including the CAPA, is available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

2008 STAR Program

Scale Score Ranges for the Performance Levels of the California Alternate Performance Assessment

(By Subject and Level)

The results for English–language arts and mathematics on the California Alternate Performance Assessment (CAPA) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting the overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information about the CAPA results may be found under “Questions and Answers: Reporting the Results of the California Alternate Performance Assessment” on pages 24 and 25.

English–Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — Grades two through eleven (for the most significantly cognitively disabled students)
- Level II — Grades two and three
- Level III — Grades four and five
- Level IV — Grades six through eight
- Level V — Grades nine through eleven

2008 STAR Program

Questions and Answers:

Reporting the Results of the Designated Primary Language Test

Under the federal No Child Left Behind Act of 2001 and state law (*Education Code* Section 60640), all students in grades two through eleven, including English learners, are required to participate in the Standardized Testing and Reporting (STAR) Program. All English learners, regardless of their primary language, are required to take the STAR Program tests administered in English. Spanish-speaking English learners also are required to take a designated primary language test (DPLT) in Spanish if they meet either of the following eligibility criteria:

- They receive instruction in Spanish (regardless of how long they have been in school in the United States); or
- They have been enrolled in a school in the United States for less than 12 months (cumulative).

At the option of the school district, schools also may test English learners who will have been in a United States school 12 months or more (cumulative) and who are not receiving instruction in Spanish. The STAR Program does not include DPLTs for English learners who speak primary languages other than Spanish.

In spring 2008, the Standards-based Tests in Spanish (STS) were the DPLTs administered to eligible English learners in grades two through seven. In grades eight through eleven, the DPLT administered to eligible English learners was the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3).

Detailed descriptions of the DPLTs (STS and Aprenda 3), including the eligibility criteria, are included in the two assistance packets for school district and school staff and for parents and guardians. The packets, *Understanding 2008 STAR Program Tests: Information for School District and School Staff* and *Communicating with Parents and Guardians About 2008 STAR Program Tests: Resources for Use by School District and School Staff*, are posted on the STAR Program Resources Web page at

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>. Questions and answers about reporting the DPLT results follow.

When will parents and guardians receive STS or Aprenda 3 results?

As required for all tests in the STAR Program, student reports for the STS and for Aprenda 3 must be distributed to parents and guardians within 20 working days after the school district has received them from the testing contractors. STS and Aprenda 3 student reports should arrive in most school districts by the end of August. The student reports for these two tests are provided in Spanish. These results may not arrive at the same time as the STAR Student Reports for the California Standards Tests (CSTs) or the California Modified Assessment (CMA).

Note: Parents and guardians should be reminded that individual student's results for the STS, Aprenda 3, and other STAR Program tests are confidential and maintained only by the school district.

How are STS results reported to parents and guardians?

The STAR Student Report for the STS provides results that describe how well students achieved identified California content standards for reading/language arts and mathematics. The STS student report includes the student's percent correct scores for each subject tested. Each of these subjects is divided into content areas. The STS report for students in grades two through four provides the student's percent correct for each content area. For example, results for the STS in reading/language arts include the student's percent correct for reading/language arts and for each of the following five content areas: word analysis and vocabulary development; reading comprehension; literary response and analysis; written conventions; and writing strategies. For students in grades five through seven, only the name of the content area is printed on the report. Information on the percent correct is not available by content area.

How are Aprenda 3 results reported to parents and guardians?

The Aprenda 3 Student Report includes score information for each subject tested. For students in grade eight, the subjects tested are reading, mathematics, language, and spelling. For students in grades nine through eleven, the subjects tested are reading, mathematics, and language. The Aprenda 3 Student Reports also include scores for subtests within reading (vocabulary, reading comprehension) and language (mechanics, expression).

Aprenda 3 scores for each subject tested are reported as reference group percentile ranks (PR). The 50th PR is the national average, and a score between the 40th and 60th PR is considered an average score. For example, a student scoring at the 50th PR means the student scored as well as or better than 50 percent of the students in a national sample of Spanish-speaking students who were tested in the same subject.

If a student with disabilities took the STS or Aprenda 3 with accommodations or modifications, is this reported on the student report?

No. If a student with disabilities took any STS or Aprenda 3 test with accommodations or modifications, the student report will include the student's scores for each test completed. The allowable accommodations or modifications provided on the STS or Aprenda 3 are specified in each student's individualized education program (IEP) or Section 504 Plan, but this information is not noted on the report for either test. A list of allowable STS and Aprenda 3 accommodations and modifications is outlined in the *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

How are STS or Aprenda 3 results used to help students achieve in school?

The results of the STS or Aprenda 3 student reports provide information that may be used with other achievement data, including results on the CSTs or the CMA, to identify Spanish-speaking English learners' academic strengths and areas that need improvement. Parents and guardians should review areas of concern with their child's teacher(s) to discuss specific help needed to improve learning.

The STS or Aprenda 3 student report is one source of information about the progress Spanish-speaking English learners are making in school. Parents, guardians, and teachers also should review grades, classroom work, and the results from other classroom and standardized tests for a more complete picture of each student's academic progress.

Additional Information

Additional information about the STS, Aprenda 3, or other tests in the STAR Program is available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Student Reports Interpreting 2008 STAR Program Test Results

Information for School District and School Staff

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Appendix A

Resources Available on the Internet

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

California Content Standards

<http://www.cde.ca.gov/be/st/ss/>

California Reading List

<http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>

California Standards Tests (CSTs)

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

CST in Writing

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

CST Released Test Questions

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.htm>

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007) (for all statewide assessments except the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007) (for all statewide assessments except the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix of the California Modified Assessment Test Variations and Accommodations for the 2008 Administration

(Note: This document can be found in “Appropriate test variations and accommodations for the 2008 administration of the California Modified Assessment (CMA) based on the study of item format and delivery mode from the CMA.”)

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/ta/tg/sr/>

STAR California Alternate Performance Assessment (CAPA) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>

STAR California Modified Assessment (CMA) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>

STAR CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

STAR Standards-based Tests in Spanish (STS) Blueprints

<http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp>

STAR 2008 Test Results

(Note: School, district, county and statewide summary results are available on this Web page.)

<http://star.cde.ca.gov>

Outside Sources**California State University (CSU) English Success**

<http://www.csuenglishsuccess.org> (Outside Source)

CSU Math Success

<http://www.csumathsuccess.org> (Outside Source)

CTB/McGraw-Hill

<http://www.ctb.com> (Outside Source)

Early Assessment Program

<http://www.calstate.edu/eap/> (Outside Source)

Appendix B

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Note: This document is available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

Appendix C

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Note: This document is available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.